

FAST FACTS

Implementing a Junior High or High School Title I Program

Due to the limited amount of Title I funds a school district receives, the majority of districts elect to focus their Title I funds at the elementary level. Occasionally, districts will address the educational needs of their junior high and high school students by operating a Title I program at the secondary level. Schools are encouraged to operate programs at this level if funds and staff are available. However, implementing all the requirements of Title I can become quite a challenge at the secondary level, because every rule and regulation pertaining to Title I at the elementary level must also be implemented at the secondary level.

Outlined below are several key Title I rules and regulations as well as guidance and suggestions as to how a school could implement these provisions at the secondary level.

Student Selection – Student selection is a process that Title I teachers must use to determine which students are eligible for Title I services. The process must include multiple, objective criteria to determine student eligibility.

Ideas for Student Selection at the secondary level:

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| ■ Objective teacher referral forms | ■ Student retention | ■ Previously served by Title I |
| ■ Placement test scores | ■ Test scores | ■ State assessment scores |
| ■ Report card grades | ■ Organizational skills | ■ Computer generated assessments |
| ■ Homework completion | ■ Attendance | ■ Lacking credits for graduation |

The selection criteria mentioned above are merely suggestions that would be considered objective, educationally related measure to help determine which students are eligible for secondary Title I services.

*Please note, schools/districts cannot pay for the student assessments or selection methods with Title I funds.

Instruction – All Title I instruction must provide supplemental (extra) help for Title I students. Title I instruction at the secondary level is quite different than the instruction that takes place at the elementary level.

Secondary Title I instruction CAN:

- Pre-teach upcoming classroom material.
- Re-teach skills the regular classroom teacher has presented.
- Introduce or review vocabulary.
- Review classroom material.
- Review lessons and skills that have been presented in the regular classroom.
- Teach study skills or organizational skills.

Secondary Title I instruction CANNOT:

- Act as a study hall.
- Help solely with regular classroom homework.
- Replace the regular classroom instruction.

Assessment – Title I teachers are required to assess their Title I students twice a year, at minimum. These assessments can be both subjective and objective.

A Title I teacher may consider evaluating a secondary student's comprehension skills, vocabulary skills, writing ability, application of strategies, computation skills, study skills, homework completion, organizational skills, efforts, attitudes, behavior, or attendance.

These assessments can be measured informally through observations and checklists, or formally through rubric scoring or tests. Assessments should reflect what the students are working on in the Title I program and their successes toward meeting their goals.

The results of the Title I assessments must be recorded on a Title I progress report or report card. These report cards must be kept on file in the student's portfolio and also disseminated to parents. The results of the assessments must be reported to parents twice a year (minimum).

Parent Involvement – There are many parent involvement requirements in Title I programs. All of these components are also required at the secondary level if a school chooses to operate a secondary Title I program. Below, the parent involvement components have been outlined for your reference.

- **Parent Permission** – Parents must be notified if their child is eligible for Title I services and given the opportunity to decline services if they so choose. If a parent rejects Title I services, the parent signatures must be obtained and kept on file.
- **Annual Parent Meeting** – Title I staff must conduct a meeting for parents outlining what they and their child(ren) can expect from participating in the secondary Title I program. Minutes of this meeting must be sent to the Title I parents who do not attend.
- **Parent-School Compact** – A parent-school compact must be written and disseminated to Title I parents outlining the key player's responsibilities for learning.
- **Parent Involvement Policy** – This policy is developed and distributed to Title I parents and outlines the activities and services parents can expect from the secondary Title I program throughout the school year.
- **Assessment of Parent Involvement** – This is often done through a survey. This assessment provides Title I parents with the opportunity to give feedback on the secondary Title I program and the parent involvement components.

Contact Information

If you have questions regarding this Fast Facts, please contact:

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